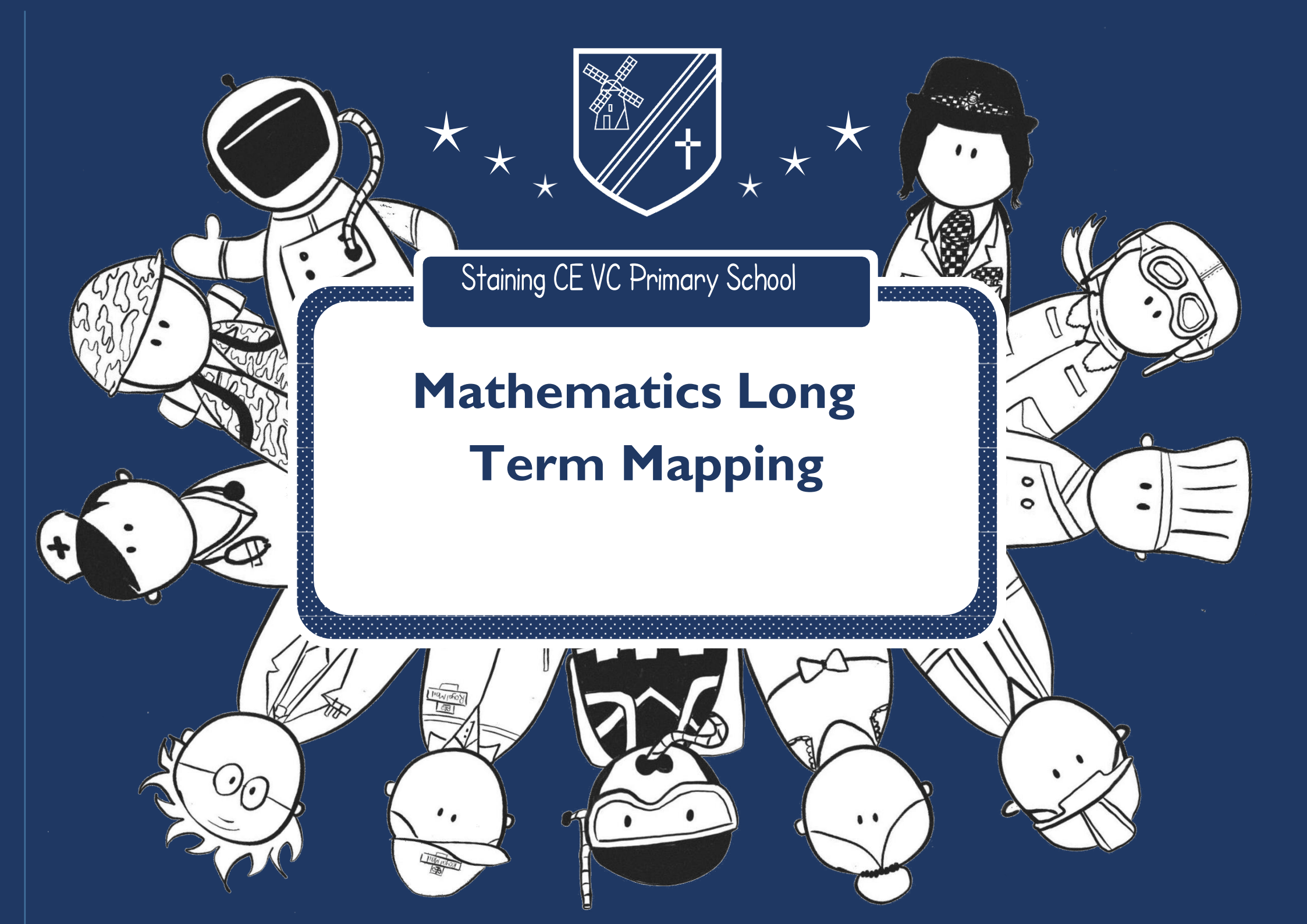
Staining CE VC Primary School
Mathematics Long Term Mapping

Maths EYFS Maths planning comes from NCETM Mastering Number.	**NCETM Mastering Number** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds Subitise – linked to 1 & 2 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 1 & 2 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 1 & 2 *Verbally count beyond 20, recognising the pattern of the counting system* **Key Vocabulary:** Subitise Counting Compare	**NCETM Mastering Number** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Subitise – linked to 3 & 4 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 3 & 4 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 3 & 4 *Have a deep understanding of number to 10, including the composition of each number* *Verbally count beyond 20, recognizing the pattern of the counting system* *Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity* **Key Vocabulary:** More Than Less Than Shape Side Corner Part Whole Subtract Take Away	**NCETM Mastering Number** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Subitise – linked to 5 Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 5 & 6 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 5 & 6 Automatically recall number bonds for numbers 0 to 5 *Have a deep understanding of number to 10, including the composition of each number* *Verbally count beyond 20, recognising the pattern of the counting system* *Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity*	**NCETM Mastering Number** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 7 & 8 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 7 & 8 Automatically recall number bonds for numbers 0 to 5 *Have a deep understanding of number to 10, including the composition of each number* *Verbally count beyond 20, recognising the pattern of the counting system* *Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity* *Subitise up to 5* *Automatically recall number bonds up to 5*	**NCETM Mastering Number** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers – linked to 9 & 10 Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 9 & 10 Automatically recall number bonds for numbers 0 to 5 *Have a deep understanding of number to 10, including the composition of each number* *Verbally count beyond 20, recognising the pattern of the counting system* *Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity* *Subitise up to 5* *Automatically recall number bonds up to 5 and some*	**NCETM Mastering Number** *Have a deep understanding of number to 10, including the composition of each number* *Subitise up to 5* *Automatically recall number bonds up to 5 and some number bonds to 10, including double facts* *Verbally count beyond 20, recognising the pattern of the counting system* *Comparing quantities up to 10 in different contexts, recognizing then one quantity is greater than, less than or the same as another quantity* *Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally* **No new key vocabulary**

		Add Equals Total Amount	*Subitise up to 5* *Automatically recall number bonds up to 5* *Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally* **Key Vocabulary:** Number Bond Doubling Odd Even	*Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally* **No new key vocabulary**	*number bonds to 10, including double facts* *Explore and represent patterns within numbers up to 10, including odds, double facts and how quantities can be distributed equally* **No new key vocabulary**	

EYFS - Maths Progression

3-4 year Olds	Reception	ELG
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’		

Year One							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Numbers to 10		Part-whole within 10		2D and 3D shapes	Addition and subtraction within 10	
Autumn 2	Addition and sub within 10		Numbers to 20		Add and sub within 10	Assessment week	Christmas Week 
Spring 1	Addition within 20	Subtraction within 20		Intro length and height	Focus Learning Week		
Spring 2	Numbers to 50			Money	Intro weight and volume	Assessment week	
Summer 1	Multiplication		Division		Halves and quarters	Intro weight and volume	Focus Learning Week
Summer 2	Numbers to 100		Time		Assessment week	Ready to Progress	

Year Two							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Numbers to 100		Addition and subtraction			Addition and subtraction	
Autumn 2	Money		Multiplication and division		Focus Learning Week	Assessment Week	Christmas week 
Spring 1	Statistics		Multiplication and division	Properties of shapes		Multiplication and division	
Spring 2	Fractions			Properties of shapes	Problem solving and efficient methods		Assessment Week
Summer 1	Revision	Revision	Revision	SATS WEEK	Investigative and immersive mathematics		
Summer	Time		Weight, volume and temperature		Ready to Progress		

Year Three							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place Value within 1000		Addition and subtraction		Multiplication and division		Addition and subtraction
Autumn 2	Addition and subtraction	Multiplication and division		Money	Focus Learning Week	Assessment Week	Christmas Week 
Spring 1	Multiplication and division		Statistics	Multiplication and division	Length		
Spring 2	Fractions		Focus Learning Week	Time		Assessment Week	
Summer 1	Fractions		Angles and properties of shape		Mass		
Summer	Capacity		Focus Learning Week	Assessment Week	Ready to Progress		

Year Four							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place Value - 4-digit numbers	Fractions		Place Value - 4-digit numbers	Addition and Subtraction	Measure - Perimeter	Addition and Subtraction
Autumn 2	Multiplication and Division	Place Value - 4-digit numbers	Multiplication and Division	Place Value - 4-digit numbers	Focus Learning Week - Times Tables	Assessment Week	
Spring 1	Multiplication and Division		Addition and Subtraction	Measure - Area	Decimals		
Spring 2	Multiplication and Division	Focus Learning Week - where the focus will be on problem solving using multiplication and division.	Geometry - Angles and 2D shapes		Fractions		Assessment Week
Summer 1	Money	Statistics	Decimals		Time Two-week block giving time for practical use of time.		
Summer	Geometry - Position and Direction	Money	Assessment Week	Ready to Progress			

Year Five							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place Value			Addition and subtraction		Multiplication and Division	
Autumn 2	Multiplication and Division	Fractions		Perimeter and Area		Assessment Week	Christmas Week 
Spring 1	Multiplication and Division			Fractions			
Spring 2	Decimals and Percentages			Fractions		Assessment Week	
Summer 1	Statistics	Shape			Position and Direction	Converting Units	
Summer 2	Decimals			Negative Numbers	Measure - Volume	Assessment Week	

Year Six							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Place value within 10,000,000	Four operations inc. addition, subtraction, multiplication & division		Statistics	Geometry	Place value within 10,000,000	
Autumn 2	Four Operations	Fractions		Measure - Imperial & Metric	Decimals	Problem Solving	Assessment Week and Christmas 
Spring 1	Measure - Area and Perimeter	Percentages	Statistics	Geometry	Decimals	Measure - Area and Perimeter	
Spring 2	Fractions		Geometry	Percentages	Assessment Week		
Summer 1	Revision	Revision	SATS WEEK	Investigative and immersive mathematics Theme Park Mathematics, Lunar Maths, Zoo Maths Young Enterprise			
Summer	Ratio and proportion: scale		Problem Solving		Algebra		